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Carpenter, "General Science in the Junior High School (Rochester)," *General Science Quarterly*, 1916.

Several other articles or papers with which the reader interested in general science and its future should be familiar are:

Flexner, "The Modern School," *Occasional Paper No. 3, General Education Board*.

Eliot, "Changing Aspects in Secondary Education," *Occasional Paper, No. 1, General Education Board*.

Snedden, "New Problems in Secondary Education," *School Review*, 1916, p. 177.

Snedden, "Principles of Aim, Organization," *School and Society*, 1915, p. 346.

Orr, *Massachusetts Board of Education Report*, 1914-15.

Briggs, "General Science in Secondary Schools," *Teachers College Record*, 1916, p. 19.

## II. BOOKNOTES AND REVIEWS

WILKINSON, W. A. *Rural School Management*. Boston: Silver, Burdett & Co., 1917.

This is the first volume of the "Teacher Training Series," being put forth under the editorship of Dean Charters, of the Faculty of Education, University of Missouri. The editor points out that the majority of texts for teachers stress principles rather than methods and assume that the young teacher will commence work in the city graded school. The new series is planned to meet the need of the teacher already in service and of the inexperienced teacher, more particularly in the one- and two-room school of rural districts and smaller villages.

With respect to subject-matter, this book is not composed of the same old materials simply rearranged, repolished, and retitled. Since human nature is in the main largely identical in town and country, and fundamental knowledge cannot be changed in any large way, the subject-matter treated is, in part, necessarily similar to that found in many of the older professional books. Fundamental knowledge, however, has become a hydra-headed creature. Instruction in every item is neither possible nor necessary, for time is pressing, and that which is fundamental in one locality is foreign to the needs of another. The teacher, even though inexperienced, must choose. How frequently in the past this choice has been thoughtless or, at best, has been under the guidance in the main of tradition! Here is made a noteworthy contribution toward assisting all rural-school teachers to recognize two large facts and to conduct their activities, whether within or without the school premises, in accordance with these facts. There is never lost the point of view that the boys and girls of the schools in question are country boys and girls, and that they have bodies and minds and habits, for the efficient development of which the school as an institution and the teacher as its presiding officer have been made responsible. The other underlying current treats of the power which the school may and should exercise in improving the social and economic status of the community.

Chapters showing how the interest of the patrons of the school may be aroused and maintained, how the school may be made a social center, and how it may become a community-health agency will be especially helpful to busy rural teachers and will exemplify the aim of directing improvement along social and economic lines. With respect to the management of the more direct internal activities of the country school, the book is exceedingly suggestive. The text abounds with rational material in concrete form. The experience which the child brings with him from his home environment is made the basis for developing and enlarging his inherent powers. The spirit of the country growth and creativity has been permitted to penetrate and permeate the school building. Hence the rural teacher may forget the formal stuff of his own pupil days and the academic niceties of his later student hours, and, actuated by the methods and concrete applications which the author supplies in profusion under the headings, among others, of how to govern, how to develop habits of study, how to make a flexible daily program, how to keep records and make reports, how to beautify, equip, and use the school premises, how to organize and conduct boys' and girls' clubs, school will not be a series of detached inco-ordinated incidents isolated from the remainder of the child's life, but a strong and necessary link of the chain of an ever-widening self-directing existence.

The volume itself on the mechanical side is a good example of the book-maker's art. The author, as student, has been impressed with the value of good paper, clear type, the emphasis of an occasional italicized phrase, and sectional headings in "black face" or "small caps." Each chapter closes with a summary, class exercises, and brief clearly indicated references for supplementary reading. There is appended a concise bibliography pertinent to the principal topics which are discussed.

W. L. RICHARDSON

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PEARSON, F. B. *The Vitalized School*. New York: Macmillan, 1917.  
\$1.25.

In this book an attempt is made to "interpret some of the school processes in terms of life processes, and to suggest ways in which these processes may be made identical." The thought running throughout its pages is that "the school process is an integral part of the life process and not something detached from life." In his application of this principle the author has produced an inspirational rather than an informational book. There is much said about patriotism, the teacher as an ideal, complete living, behavior, poetry, and life. Besides the wholly inspirational chapters there are a few which contain material that is more or less practical. For example, a typical vitalized school is described in the last chapter and the socialized recitation in another, in both of which the discussion is concrete and the ideas suggestive. The style throughout is free and easy and especially adapted to the teacher of little training and experi-